

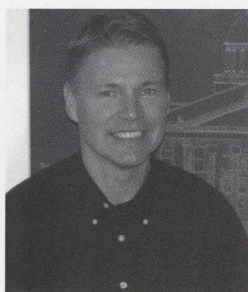


greatideas@gallaudet.edu



Anita Buel, founder of Deaf Community Health Workers and a former Gallaudet student, speaks at the University on July 16 to an audience of physicians, medical students, and others with an interest in health care issues in the deaf community, as part of a Department of Counseling lecture series. A debilitating disease is a journey filled with fear and uncertainty for any patient: where to find information about a disease, what questions to ask a doctor about the illness and its treatments, who to turn to for support. Community health workers have been a source of friendship and advocacy for hearing patients since the 1960s, but until recently, deaf patients were largely on their own—that is, until Buel took action. Buel knows the fear, confusion, and frustration that deaf people face when they discover a life threatening disease. In 1979 when she was diagnosed with breast cancer, it took her six TTY calls just to schedule a mammogram. After getting a mastectomy, she helped found Pink Deafies, a support group for deaf breast cancer survivors. In 2005, Buel beat out 400 applicants to win a \$150,000 grant from the Echoing Green Foundation, an organization that supports exceptional emerging leaders with projects that spark social change, to launch Deaf Community Health Workers. The group seeks to remove barriers to health care for deaf patients, empower the patient through advocacy and outreach, promote personal health and disease prevention, bridge trust and relationships between the patient and the health care provider, and provide a vital link with deaf culture for the patient. “We’ve been immensely successful,” said Buel.

IN THIS ISSUE



Director of Archives Ulf Hedberg leads the family of architect Olof Hanson on a tour of the Archives.



Dr. Beth Benedict helps lead a session at the Gallaudet Leadership Institute’s Early Education Leadership Program.



Rebecca “Bobbie” Boswell retires.

ON THE GREEN

JULY 27, 2007 • VOL. 37. NO. 16

On the Green—A publication for Gallaudet faculty, teachers, and staff
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MSCHE places University on probation; President Davila, Provost Weiner emphasize Gallaudet’s continued accreditation, aggressive plans to move forward

(Note: President Robert Davila and Provost Stephen Weiner notified the campus community in the following June 29 email of the Middle States Commission on Higher Education’s [MSCHE] decision to put the University on probation in regard to its accreditation standing, and the steps in progress to address MSCHE’s concerns.)

Dear Campus Community,

As you know, for the past six months we have been working closely with the Middle States Commission on Higher Education (MSCHE), our accrediting body, to address the need for change at the University and to put it on a path to long-term success. Today, MSCHE formally placed the University on probation. This action was not unanticipated; and in many ways we have been operating a self-imposed probation. We embrace change and are actively developing new processes to meet this challenge. To be clear: Gallaudet still remains accredited.

MSCHE notified Gallaudet in November 2006 that it was out of compliance with several accreditation and related reporting standards. Since January, the Board of Trustees, administration, faculty, staff and students united to focus on new beginnings and to pursue an aggressive, five point Transformation Plan to move the University forward. Specifically, six teams of faculty-staff-student work groups, under the direction of newly appointed Provost Dr. Stephen Weiner, are working to address MSCHE concerns. We have accomplished much in a short time. But our work together has just begun.

Middle States Commission on Higher Education Recent Action

In practice, probation means MSCHE will request additional monitoring reports on our progress, and will make team visits to the campus. Again, Gallaudet will remain accredited throughout the probationary period. We welcome this process and will continue to work closely with MSCHE – and the entire Gallaudet community – to build upon the work that has already begun. We are confident the actions we are taking will put us in compliance with the MSCHE accreditation standards. Working together, we can

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Dr. Stephen Weiner officially becomes provost



Dr. Stephen Weiner

July 1 marked the first official day of Dr. Stephen Weiner’s duties as Gallaudet’s provost. President Robert Davila’s May 7 announcement of Weiner as the University’s chief academic officer has been widely praised on and off campus.

“Gallaudet is a national and international resource,” said Weiner. “I feel humbled and honored to be named provost of such a wonderful treasure.” Although over two months have elapsed since President Davila informed the campus of his selection for provost, Weiner made a running start on the job. During that time, he has worked diligently, getting up to speed on issues of critical importance to Gallaudet, and his leadership has been embraced by the campus.

The many issues Weiner has tackled since being named provost include meeting with the president’s workgroups, the Capital Athletic Conference, various people across campus, and others; planning for changes in his management team; reviewing the budget; looking at long range

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Workgroup brings about sweeping reform with general studies curriculum

By Robert Weinstock

Undergraduate students entering Gallaudet this fall will follow a new general studies curriculum. The sweeping reform, passed by the University Faculty Senate at a special meeting on June 25, includes a three-staged general studies curriculum. It also calls for a reduction in general studies requirements to 40 credit hours from 60 and lowers the number of credit hours for graduation to 120 from 124.

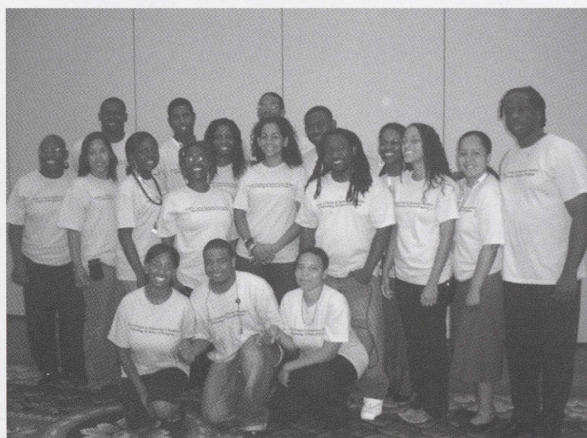
“I am pleased that the Faculty Senate has approved this historic change in our undergraduate curriculum,” said Provost Stephen Weiner. “New students will benefit from this integrated approach, which emphasizes specific learning outcomes and offers unprecedented opportunities to work collegially with each other and with our dis-

tinguished faculty.” He added, “I want to thank the members of the Council on Undergraduate Education and the President’s Academic Rigor Workgroup who worked day and night to bring it to fruition, and to the members of the university community who enthusiastically embraced this proposal.”

The curriculum draws on best practices in higher education, which indicate that a general studies curriculum should be purposeful and should help students integrate their learning across disciplines. It includes learning outcomes in the areas of language and communication, critical thinking, identity and culture, knowledge and inquiry, and ethics and social responsibility. The new general studies curriculum also reflects the University’s mission as a bilingual, multicultural

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Gallaudet students empowered at NBDA's Collegiate Black Deaf Leadership Institute



The six Gallaudet students selected to attend the Black Deaf Leadership Institute pose with other participants. The Institute, which was held during the 25th Annual National Black Deaf Advocates Conference, dovetailed with the title of the gathering: "Today's Vision is Tomorrow's Reality: Celebrating 25 Years of Progress."

Six Gallaudet students recently benefited from a memorable week of networking and training by attending the Collegiate Black Deaf Student Leadership Institute at the 25th Anniversary National Black Deaf Advocates (NBDA) Conference in St. Louis, Mo., held during the first week of July.

Anquinette Kimble, Serge Okogo, Ismella Saul, Nkiruka Akunwafor, Gizelle Gilbert, and Matthew Maxey met successful black deaf leaders, studied ways to empower others, discovered little known facts about black deaf history, and learned that whatever obstacles they may face, the key is to never give up.

Dr. Laurene Simms, associate professor in the Department of Education, was the director of the Leadership Institute, with Gallaudet alumnus Dorian Fletcher serving as assistant director.

The students, who were chosen to attend based on academic standing and recommendations, found inspiration in presenters and other participants.

"The conference has truly inspired me," said Kimble, who has served as vice president and secretary of Gallaudet's Black Deaf Student Union (BDSU). She cited the motivating professionals and future leaders from other universities, including Rochester Institute of Technology; California State University, Northridge; and North Carolina State University, as well as the new knowledge and skills she hopes to pass on to black deaf youth. She also applauded Simms and Fletcher for their work in making the program possible.

Okogo, who has been a deaf community leader and advocate in his home country of Gabon in west central Africa, said hearing the stories of older leaders made a big impression on him. Many of these leaders described challenges and frustrations from earlier times that seemed insurmountable. When others would have given up, they worked through the difficulties to become the influential, successful people they are today.

Seeing black deaf people in careers that some would think are off limits to them also made a lasting impression. "When I saw the first black deaf pilot [Edgar Thompson], my jaw dropped," Okogo recalled. "Where I come from, that just doesn't exist." He pointed out that Darian Burwell, presidential assistant for diversity relations, was to thank for selecting him and the other students to attend the program and conference. The

Office of Admissions and Student Affairs provided the funding for the students' airfare and hotel arrangements.

The NBDA conference title, "Today's Vision is Tomorrow's Reality: Celebrating 25 Years of Progress," tied directly into the leadership institute. Members of the Gallaudet contingent are sure to use their training to help visions become reality back on campus and beyond.

The Institute offered a time to articulate questions and form those visions. Saul, a past president of Gallaudet's BDSU and a participant in the Calibere lead-

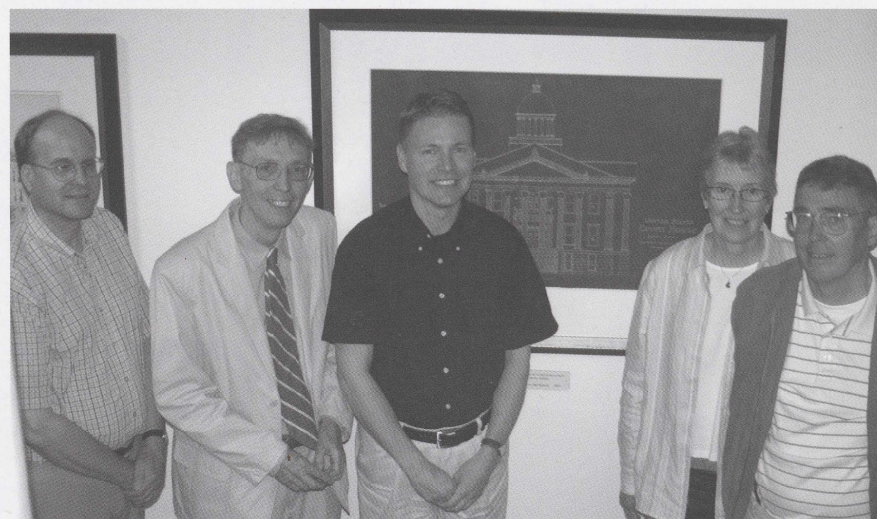
ership program, hopes to address the question, "Why aren't enough black folks graduating with B.A. and M.A. degrees?" Akunwafor, who herself left college and came back several years later, is concerned about this issue and was pleased to meet others with a similar experience. She was also startled by the untold past. "It was surprising to me how much I did not know because I love history and had deaf history down pat," she said.

The next step is to address these issues, and the participants clearly feel a sense of duty to do so. "As a graduate of the leadership institute, I have a responsibility to Gallaudet University and the community in general (black deaf, deaf, and the community beyond Kendall Green)," said Gilbert, whose leadership experience includes serving as a student ambassador for Gallaudet's National Academic Bowl competition and an open house for prospective students.

"It was important for our students to meet other deaf leaders and alumni of Gallaudet," said Burwell, who helped select the students attending the Leadership Institute.

Gilbert agreed. "Every one of us had something unique about ourselves that we contributed to the institute," she said. "Some of us came together as strangers, but we departed one big family."

Maxey, who has been involved with the Alpha Phi Alpha leadership program and the Morehouse College Upward Bound program, felt that the week of training was just the beginning. "I will definitely stay in touch with the students from RIT and CSUN," he said, "because we built a strong bond, and together I believe that we can set a new trend as leaders." ■



Relations of Olof Hanson, an esteemed Gallaudet alumnus who is believed to be the nation's first deaf architect, visited Gallaudet on June 29 to stroll down the family's memory lane. Richard Jones (second from left) and Douglas Jones (right), grandsons of Hanson, were accompanied by Douglas Jones' wife, Mary Jones. Archives Technician Michael Olson (left) and Director of Archives Ulf Hedberg (third from left) showed them original architectural renderings like the one pictured here and family photographs. The visitors also had a presentation by Deaf Space project participant Robert Sirvage about the new course at Gallaudet. Deaf Space, a term that involves incorporating deaf people's need for light and open space in building design, is a concept strongly influenced by Hanson's architectural philosophy. The Joneses have a great interest in preserving Hanson's legacy, including working with Gallaudet to identify individuals in photographs that were unidentifiable with current research. This was Douglas and Mary Jones' first visit to Gallaudet, while Richard Jones has made earlier trips to campus to see the collections of Hanson and his wife, Agatha Tiegel Hanson, who was the first woman to graduate from Gallaudet with a Bachelor of Arts degree. The collection consists of Olof Hanson's letters, clippings, certificates, diary, poems, calling cards, receipts, account books, publications, lecture papers, sketch books, architectural papers, and reports, dating from 1862 to 1948.

Plans in place to strengthen Gallaudet

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make a difference and ensure that our students receive the high quality education that they expect and deserve.

Ask Cousin Sally

Dear Cousin Sally,

The other day, I wanted to find a *Daily Digest* announcement about fire alarm testing for my building. I remembered it from a few days before. Is there a way to search for that kind of announcement, or are they lost forever?

Catching up on My Reading

Dear Catching up,

You're in luck! My pals in Public Relations tell me it's easy to search for older announcements. Just go to pr.gallaudet.edu/dailydigest and click on *Daily Digest*—Archives. From there, you can search for key words like "fire alarm" or any old thing you want. Happy reading!

Progress and Potential

Gallaudet is like no other institution in the world, fostering a welcoming, supportive and accessible learning environment where both American Sign Language and English thrive. As a result, our students are better able to focus on what matters most: the academic excellence necessary to succeed in our rapidly evolving and multicultural global society.

In the coming days, weeks and months, we will carry on with the work begun last January. Your continued attention to and involvement in our transformation are critical to its success. Make no mistake: Gallaudet will be stronger for this effort.

Sincerely,
Robert Davila, President
Stephen Weiner, Provost

Additional information available about Gallaudet's accreditation

Two pieces of pertinent information regarding the recent decision on Gallaudet's accreditation status are available online.

One, Gallaudet's Statement of Accreditation Status and Public Disclosure Statement have been posted to the MSCHE website at www.msche.org/institutions_directory.asp?txtRange=g.

Two, based on feedback from staff, faculty, alumni, and other members of the Gallaudet community, an accreditation FAQ has been developed. It can be found at www.gallaudet.edu/x4092.xml.

These links, additional information about the six workgroups assigned to tackle the areas of concern raised by the MSCHE concerning Gallaudet's re-accreditation, and a compilation of the resources about the University's accreditation can be found on the MSCHE Accreditation/Workgroups website—www.gallaudet.edu/x3879.xml.

ON THE GREEN

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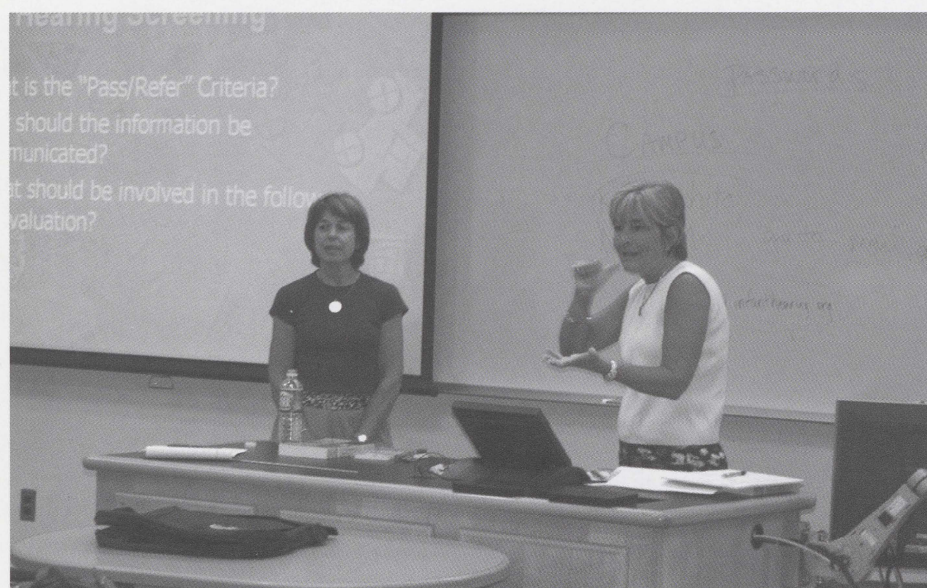
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Dr. Beth Benedict (right) and Dr. Marilyn Sass-Lehrer lead a session in the three-day training course, Socio-Cultural and Political Contexts of Early Education for Deaf and Hard of Hearing Children, part of the Gallaudet Leadership Institute's Early Education Leadership Program.

Increasingly popular Gallaudet Leadership Institute offers more courses this summer

The Gallaudet Leadership Institute (GLI) kicked off its summer 2007 program on June 18 with "Educational Leadership," a two-year course that began last summer.

To date, over 100 individuals from across the nation are enrolled in at least one of GLI's seven offerings this summer, all designed to provide deaf and hard of hearing individuals with programming specifically tailored to their personal and professional needs. The diversity of the deaf community is well represented among the professionals in the summer training programs. Since 2003 there have been: Latino, 49; African American, 24; Asian American, 10; and Native American, 6. In addition, four of the participants have been British citizens, one from Israel, and two deaf-blind.

Interest in GLI has grown steadily since it was initiated five years ago, and over 1,000 individuals have been served. With its popularity came more training opportunities. Its newest addition, the one-year Early Education Leadership Program, began with the course, Socio-Cultural and Political Contexts of Early Education for Deaf and Hard of Hearing Children. The course was held July 5 to 7 on campus and continues with an online component through August. The course addressed the educational, legislative, research, and policy guidelines that shape early education programs for deaf and hard of hearing children and their families. Participants also discussed leadership and advocacy strategies, deaf and hearing partnerships, cultural perspectives, and professional resources for early education professionals.

Fred Weiner, director of program development in the Office of the Vice President for Administration and Finance, presented on advocacy and public policy, suggesting strategies for change in early education policies and programs. Barbara Raimondo, an attorney with the National Association of the Deaf and the parent of two deaf children, has developed a presentation on the Individuals with Disabilities Education Improvement Act and early education that is available to the students online.

Dr. Joseph Innes, interim dean for Outreach and Professional Studies, initiated the idea of a leadership certificate program as part of the Gallaudet

Leadership Institute and asked Dr. Beth Benedict, an associate professor in the Department of Communication, and Dr. Marilyn Sass-Lehrer, a professor in the Department of Education, to convene a national advisory group to provide input on the content and focus of the program. The program (with the support of Wendy Wiatrowski of GLI and Deirdre McGlynn from Academic Technology) began this year as a pilot program offered for PST credit and will be revised and improved according to feedback from participants and the advisory group.

The students will take online courses this fall and in the spring, then reconvene on campus next summer for the final course.

The first course was embraced by the 12 participants who enrolled in the program. Quotes from a survey about their experiences show their enthusiasm: "I am VERY excited about this program and the coursework ... I feel like we are the first people (beyond the medical professionals) that are really beginning to work with these children and their families. Gaining more knowledge to help them become better advocates for themselves through sharing my own knowledge is a strong goal of mine that I hope to obtain from this program." ... "I like hearing how things are run in different areas of the U.S. and comparing them to my program. It gives me ideas of ways I can improve and also reminds me of things I am doing that are right on target." ... "It was so wonderful to have direct communication instead of third party communication. ... I enjoyed interacting with the other students; I'm excited to have them become my network to share and work together." ... "I want to emphasize how much I appreciate the 'openness' of the class communication. I felt very comfortable and included in all discussions." ... "I am anxious to share all of our great discussions with my co-workers."

Other programs on GLI's summer roster are: Deaf Women's Leadership Program; Language Planning: Enhancing Deaf Education; Merrill Lynch Entrepreneurial Leadership Training Program; Community, Family, and Consumer Advocacy; and Association Leadership and Management Program. ■

Slippery Rock administrator shares keys to student recruitment and retention

By Robert Weinstock

Dr. Amanda Yale, associate provost for enrollment services and retention at Slippery Rock University of Pennsylvania, presented Enrollment Management 101: Development of a Strategic Enrollment Management Plan to a group of Gallaudet administrators, faculty, and staff on June 20. She described how Slippery Rock overcame accreditation challenges in 1999, and how the school reversed a downward spiral in enrollment through the implementation of a data-driven, university-wide commitment to recruiting, retaining, and graduating academically successful students.

In front of a full house, Yale introduced the core concepts of enrollment management and how to create a strategic enrollment management (SEM) organization. She also described SEM planning processes and discussed best practices and the need for an SEM self-audit.

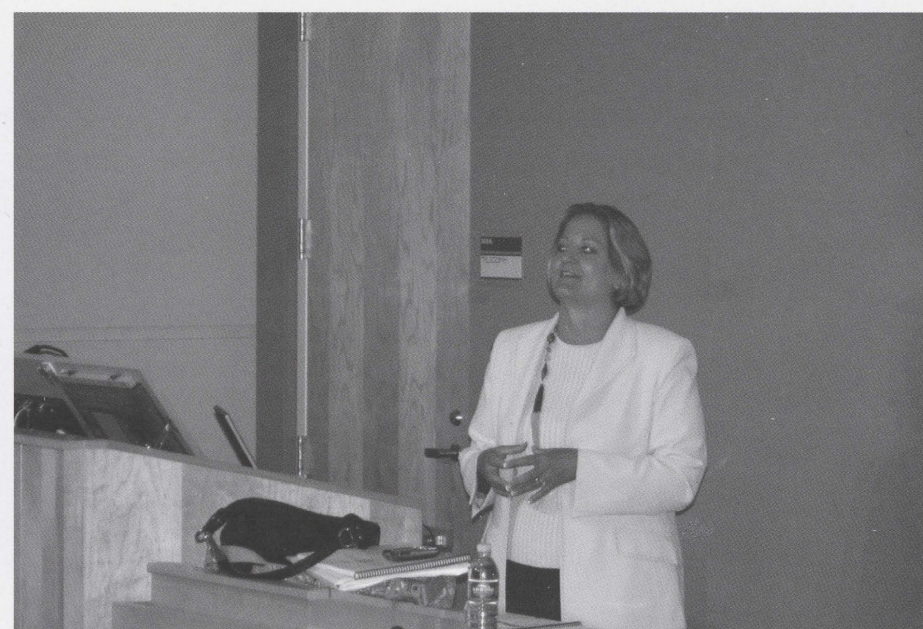
According to Yale, enrollment management emerged in professional literature in the 1980s and as a discipline in the mid-1990s. She sees it as just now coming of age, and as an integral component of institutional planning. Among its main tenets are programs that provide efficient service and "positive interventions" with students; increased cross-cam-

pus collaborations and partnerships with administrators, faculty, and staff; the use of assessment and information-driven decision making; an understanding of how campus cultures impact enrollment management efforts; and the importance of shared leadership at multiple levels.

Yale advanced this working definition of strategic enrollment management: "a comprehensive approach to integrating all of the university's programs, practices, policies, and planning related to achieving the optimal recruitment, retention, and graduation of students." She emphasized that enrollment management should be consistent with the university's overall strategic planning, its fundamental mission, and its academic vision.

All participants received materials, including Microsoft PowerPoint presentation notes; an extensive list of references and resources on recruitment, financial aid, marketing, retention, and first-year students; and a sample SEM audit. Following Yale's presentation, Dr. Thomas Kluwin, director of Institutional Research, presented the University's institutional research plan.

Dr. Catherine Andersen, newly-appointed interim dean for the Office of Enrollment Services, arranged Yale's visit. Andersen thanked her and said she looked forward to putting her strategies to use at Gallaudet. ■



Dr. Amanda Yale, associate provost for enrollment services and retention at Slippery Rock University of Pennsylvania, presents Enrollment Management 101: Development of a Strategic Enrollment Management Plan to a group of Gallaudet administrators, faculty, and staff.

Participants sought for study

Gallaudet and the Rehabilitation Engineering Research Center on Hearing Enhancement seek participants for a study on interference in cochlear implants (CI) and hearing aids from digital wireless telephones.

Participants must:

- be between the ages of 18 and 70
- be daily hearing aid or CI users
- have used hearing aid(s) or a CI for at least six months
- use the telephone regularly for most calls (rather than text or video)

To sign up, contact Julie Verhoff at: x7126 or julie.verhoff@gallaudet.edu

This study has been approved by the Gallaudet Institutional Review Board. Participation and results will be kept confidential. ■

Weiner becomes provost

continued from page 1

plans; appearing on “Bob’s Vlog”; and working with former Interim Provost Michael Moore to ensure a smooth transition.

Weiner brings a wealth of experience as a student (Class of ‘77) and as an employee, working at the Clerc Center, as a member of the University staff, as a faculty member in the Department of Communication Studies, and as dean of the School of Undergraduate Studies. “My unique working and educational experience (which includes growing up at both oral and signing schools) will help me in this job,” he said.

As provost, Weiner has three major objectives: “I want community building. I want to make sure Gallaudet is fully accredited by the Middle States Commission on Higher Education. And I want to promote academic rigor,” he said. He added that there are many things he plans to do to help make this happen: “I want Gallaudet to be a place where we can have a dialogue whether we agree or disagree. I want Gallaudet to be on the cutting edge of technology. I want Gallaudet to become a part of the community around us. I see us one day not needing a fence around the campus.”

Weiner will lead these efforts by becoming a student-centered provost, starting with his plans to increase accessibility to the Provost’s Office by moving it from the fourth floor to the first floor of HMB. In addition, he plans to be available to students and faculty by setting up opportunities during certain days and hours for people to meet with him.

Gallaudet’s more than 15,000 alumni share a deep commitment to their alma mater, and Provost Weiner, as a fellow alumnus, shares their views. He also realizes that almost everyone has a viewpoint about the issues Gallaudet is currently facing, and it is important that their opinions are noted. “There are so many wonderful people at Gallaudet. Everyone has great ideas,” he said. “Some ideas may be great for one individual but not for the University. I want to make sure every individual’s ideas remain important.”

Everyone became who they are in life thanks to important people who helped guide them along the way. “I had several great professors who taught me about life, challenging yourself, intellectual pursuits, and lifelong learning,” said Weiner. “I had many wonderful professors and I see the same traits with the professors we have here at Gallaudet today.”

Ask students and alumni what they like best about Gallaudet and most say they enjoy the accessibility of the campus and the opportunity to participate in a wealth of activities to supplement their academic endeavors, such as athletics, the Student Body Government, and clubs and organizations. Provost Weiner highly values the importance of these activities and encourages every Gallaudet student to participate. “One of Gallaudet’s many strengths is co-curricular activities where students implement what they learn outside of the classroom. It is vital to the learning experience at Gallaudet and to teaching.”

One of the perks of his job is working closely with Davila, who has won over the campus with his leadership and hard work. “I’m excited about working with President Davila because he brings a wealth of experience. I look forward to his guidance, wisdom, and leadership,” said Weiner.

The consummate team player, Provost Weiner asks everyone to work together for Gallaudet. “We need the community to support the Gallaudet where we go as an institution for the 21st century,” he said. “We need people who are committed to a place where everything is open, and we are committed to open dialogue—a place where people can discuss different ideas that raise academic standards so Gallaudet can be an institution with integrity. The community needs people who can make a difference at Gallaudet.” ■



A special retirement celebration for Rebecca “Bobbie” Boswell on June 1 inaugurated the newly-renovated event room of the Peikoff Alumni House, also known as “Ole Jim.” Boswell was leaving her post as administrative secretary/interpreter for Alumni Relations and looking back on a 24-year tenure at Gallaudet. Daphne Cox, associate director of Alumni Relations, who was one of the main organizers of the party, said that the location was fitting: Over the years, as support staff member for many directors of Alumni Relations, Boswell had booked hundreds of events in that very room. ABOVE—Four of Boswell’s bosses who came to celebrate her retirement were (from left) Jack Gannon, Michael Kaika, Mary Anne Pugin, and current Director of Alumni Relations Sam Sonnenstrahl.

RIGHT—Lynda Carter (left), database technician in the Office of Development, presents Boswell with an illustration of her life at Gallaudet—including her well-known squirrel feeding.



New general studies curriculum adopted

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institution, embracing both English and American Sign Language literacy.

Freshmen will take four foundation courses for 12 credits, a series of integrated learning courses for 24 credits, and a Capstone Experience course for four credits. The four foundations courses are First Year Seminar, Critical Reading and Writing, American Sign Language and Deaf Studies, and Quantitative Reasoning. These courses will give students the tools they need to progress toward the five learning outcomes. The first three will have linked content, with students practicing reading, writing, and signing in all courses. The fourth will teach mathematics and problem-solving skills, also known as quantitative literacy.

University faculty will select content for interdisciplinary courses that will also address the five learning outcomes to varying degrees. These courses will include Introduction to Integrated Learning, Comparing Multicultural Perspectives, Methods of Multiple Disciplines, Scientific and Quantitative Reasoning in Context, and Ethical Decisions and Actions. Finally, the Capstone Experience course will bring together all five outcomes and challenge the students to apply their knowledge and skills to solve real world problems. Gallaudet will invite community groups to present problems and needs. Students will work on project teams to research, plan, and implement innovative solutions.

Kathryn Baldrige, chair of the Council on Undergraduate Education and an associate professor in the Department of Physical Education and Recreation, and Dr. Isaac Agboola, interim dean of the College of Liberal Arts, Sciences, and Technologies, co-chaired the president’s Academic Rigor Workgroup. The group met daily for two months, drawing upon their multidisciplinary expertise and consulting with professional and pedagogical associations to examine best practices. Members of the University community provided input and asked questions at a town hall meeting on June 21. The proposal that was approved by the Faculty Senate consisted of 22 documents, including an overall description of the curriculum, course descriptions, and sample syllabi.

Faculty will work through the summer to implement the new general studies curriculum this fall. The University has pledged extensive faculty development support for this effort. ■

Clerc Center Happenings

Summer Institute grows in training opportunities and popularity

The students have left for the summer but the Clerc Center has been busy. While the children were involved with camp, family vacations, and other seasonal pastimes, educators and professionals in the field of deaf education were teaching grown-ups.

As part of the Summer Institute, professionals from the Clerc Center and the University led nine workshops and trainings in the areas of social and emotional development, literacy, cochlear implants and visual phonics, and science. The institute, which is coordinated by the Clerc Center’s Office of Outreach, Training, and Professional Development (OTPD), continued to grow this year in both the variety of offerings and the number of participants. A total of 120 teachers, support personnel, administrators, graduate students, and parents registered from more than 10 states and Washington, D.C.

Patricia Dabney, outreach specialist with OTPD, pointed out one specific group of returning participants—graduate students from the deaf education program at San Jose State University in California. The university uses the Summer Institute’s literacy workshops as part of their deaf education graduate program curriculum. The Clerc Center is especially pleased that they have returned and hope other deaf education programs will see this as an opportunity for their graduate students to learn from both the workshops and other deaf educators.

Participants were able to choose from a palette of training opportunities: Sand Tray Play Therapy Techniques with Deaf and Hard of Hearing Children; Play Therapy with Deaf and Hard of Hearing Children; Bully Prevention Program: Creating Safe and Caring Schools for Deaf and Hard of Hearing Students; Spoken Language and Sign: Optimizing Learning for Children with Cochlear Implants; See the Sound: Visual Phonics; Nine Areas of Literacy featuring Literacy—It All Connects, Language Planning, and Read It Again and Again; Sharing Books Using ASL and Deaf Cultural Literacy Practices: Preschool-Grade 8; Integrated Global Science Teacher Training; and Sexuality Education: An Emotionally Intelligent Way of Teaching Human Sexuality to Deaf and Hard of Hearing Students.

Evaluations that were handed in following the courses were full of praise for the hands-on approach of the Summer Institute, Dabney reported, as well as the opportunity to learn from others’ experiences. Perhaps best of all, they saw immediate applications for the new information. “The participants all seemed to be happy and excited to be here,” Dabney said, “and equally as excited to return home and implement the techniques and strategies they experienced here with their students in the fall.” ■